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AUTHOR Marland, S.P., Jr.
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ABSTRACT

After a brief review of the position of women in educational administration, the Commissioner examines the role of leadership in encouraging change and improvement. Administrators have a particularly sensitive and demanding role as working partners with teachers and the community. The Office of Education is moving to give school districts a major role in staff development and the preparation of teaching personnel. The teacher can no longer be required to conform to a preconceived pattern, and administrators must lead in providing more freedom for teachers, so that they may teach with maximum efficiency. The key objectives which have been set for the U.S. Office of Education for fiscal year 1972 are 1) career education, to equip high school graduates to hold decent jobs; 2) disadvantaged and isolated, to insure that a child not be a less successful learner simply because he lives in an urban ghetto or rural slum; 3) innovation, to coordinate research and development efforts through the National Institute of Education; 4) right to read, to reduce the number of illiterates unable to function adequately in the conduct of daily affairs; 5) handicapped, to secure the necessary specialized training and essential education services; and 6) management, to simplify procedures and reduce inefficiency in the U.S. Office of Education. (MBM)

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A TIME FOR LEADERSHIP IN EDUCATION*

AN ADDRESS BY S. P. MARLAND, JR.
U. S. COMMISSIONER OF EDUCATION
DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

YOU HAVE GIVEN ME THE OPPORTUNITY TODAY TO BECOME A VISIBLE ADVOCATE FOR WOMEN IN EDUCATION, AND I THANK YOU FOR IT. I AM AWARE OF THE DIFFICULTIES FACING WOMEN WHO SEEK CAREER OPPORTUNITIES IN EDUCATIONAL ADMINISTRATION AND I AM PLEASED TO SALUTE A GROUP OF WOMEN WHO HAVE SO EFFECTIVELY OVERCOME THOSE OBSTACLES.

AS COMMISSIONER, I AM DETERMINED TO IMPROVE THE STATUS AND THE OPPORTUNITIES OPEN TO QUALIFIED WOMEN WITHIN THE OFFICE OF EDUCATION. WOMEN HAVE BEEN UNDERREPRESENTED IN GOVERNMENT AS THEY HAVE BEEN IN BUSINESS, INDUSTRY, EDUCATION, AND MANY PLACES WHERE SOCIAL, POLITICAL, AND ECONOMIC DECISIONS ARE MADE.

ELIMINATION OF SEX DISCRIMINATION IS AN ISSUE OF INCREASING NATIONAL CONCERN AS WELL AS A MAJOR PRIORITY FOR THE FEDERAL GOVERNMENT. I AM HAPPY TO SAY THAT THE DISTRIBUTION OF WOMEN BY GRADE WITHIN THE OFFICE OF EDUCATION SHOWS MORE WOMEN IN THE HIGHER GRADES THAN WOULD BE FOUND IN MANY OTHER GOVERNMENT AGENCIES, BUT THERE IS STILL EVIDENCE OF THE NEED FOR VAST IMPROVEMENT, AND I INTEND TO DEVOTE INCREASING EFFORT TO THIS CAUSE -- BOTH BY DIRECT ACTION IN OE AND BY EXERTING WHATEVER INFLUENCE MY OFFICE HAS THROUGHOUT THE ENTIRE FIELD OF EDUCATION.

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*BEFORE THE ANNUAL MEETING OF THE NATIONAL COUNCIL OF ADMINISTRATIVE WOMEN IN EDUCATION, COLONY MOTEL, ATLANTIC CITY, NEW JERSEY, SATURDAY, FEBRUARY 12, 1972, 10 A.M.

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
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A FEW MONTHS AFTER I TOOK OFFICE, I ASSIGNED A TASK FORCE--COMPOSED OF 11 WOMEN STAFF MEMBERS--TO ASSESS THE DEGREE OF JOB DISCRIMINATION AGAINST WOMEN IN THE OFFICE OF EDUCATION AND TO MAKE RECOMMENDATIONS TO ELIMINATE DISCRIMINATORY PRACTICES. THE TASK FORCE WAS ASKED TO PARTICIPATE IN REVIEWING APPLICANTS FOR A NEW POSITION OF FEDERAL WOMEN'S PROGRAM COORDINATOR. SINCE JULY IT HAS BEEN THE RESPONSIBILITY OF THE PERSON SELECTED, MRS. JOAN THOMPSON, TO SEE THAT SOME 1,540 PERMANENT WOMEN EMPLOYEES IN THE OFFICE OF EDUCATION GET FULL OPPORTUNITY TO MAKE THE MOST OF THEIR CAREER POTENTIAL. IN SUM, I BELIEVE WE TRULY ARE MOVING AHEAD, DESPITE TEMPORARY HINDRANCE BY THE PRESENT ECONOMIC RESTRAINTS ON FEDERAL HIRING AND PROMOTIONS.

I UNDERSTAND THAT TOMORROW YOU WILL BE ADDRESSED BY DR. RUTH LOVE HOLLOWAY. THE OFFICE OF EDUCATION WAS INDEED FORTUNATE TO GAIN THE SERVICES OF A PERSON WITH DR. HOLLOWAY'S CAPABILITIES TO DIRECT THE RIGHT TO READ PROGRAM -- A PROGRAM WHICH IS AMONG THE EIGHT TOP PRIORITIES OF OUR OFFICE. DR. HOLLOWAY TO ME REPRESENTS WHAT THE REAL ROLE OF THE WOMAN ADMINISTRATOR CAN BE AND, IN HER CASE AND SOME OTHERS THROUGHOUT OE, ALREADY IS.

LET ME PAUSE HERE TO SAY THAT IT WAS NOT MY INTENT TO TALK TO YOU AS WOMEN TODAY, THOUGH, I RECOGNIZE AS WOMEN IN A MALE-DOMINATED FIELD, YOU HAVE SPECIAL CONCERNS. I WOULD SIMPLY ADDRESS YOU FOR WHAT YOU ARE --- AND WHAT I AM --- SCHOOL ADMINISTRATORS. AS SUCH WE SHARE COMMON PROBLEMS WHICH WE MUST FACE AND EVENTUALLY SOLVE.

A MAJOR PROBLEM IS REBUILDING AMERICA'S FAITH IN EDUCATION. MY AMBITION, OFTEN STATED, IS TO TAKE A LEADERSHIP POSITION IN THIS EFFORT. GROWING NUMBERS OF PEOPLE ARE RAISING QUESTIONS ABOUT THE QUALITY OF THE PREPARATION WE ARE GIVING YOUNG PEOPLE TO LIVE IN THE 70's, 80's, AND, INDEED, THE 21ST CENTURY. I AM ESPECIALLY CONCERNED WITH REMARKS OF STUDENTS WHO SAY THE EDUCATION THEY ARE RECEIVING DOESN'T COUNT FOR MUCH IN THE REAL WORLD. THAT IS ONE REASON WHY CAREER EDUCATION IS THE VERY TOP OE PRIORITY, AIMED AT THOROUGHGOING REFORM OF OUR ENTIRE EDUCATION SYSTEM.

CAREER EDUCATION IS CONCERNED WITH THE USEFULNESS AND SELF-REALIZATION OF EVERY INDIVIDUAL. AND I WOULD STRESS THAT A GREAT DEAL OF WORK BY STATE AND LOCAL ADMINISTRATORS, TEACHERS, CURRICULUM DEVELOPERS, AND COUNSELORS MUST BE ACCOMPLISHED BEFORE A SOCIAL RECONSTRUCTION OF THIS MAGNITUDE CAN OCCUR.

WE MUST ACKNOWLEDGE THAT NO SCHOOL SYSTEM STANDS STILL. NO PHILOSOPHY OF EDUCATION IS STATIC. THE SCIENCE AND ART OF EDUCATION ARE DYNAMIC. THEREFORE, WE EITHER GO FORWARD OR WE GO BACKWARD. BUT INDEED WE CHANGE. IT IS THE EXTENT TO WHICH ALL CONCERNED MAKE THEIR CONTRIBUTION TO CHANGE THAT IS THETELLING CRITERION OF HOW EFFECTIVE THE LEADERSHIP HAS BEEN, AND HOW ENDURING THE CHANGE WILL BE. CHANGE IS UPON US. IT IS ASKED FOR BY OUR CHILDREN, BY OUR POLITICAL LEADERS, BUT MOST OF ALL AS EDUCATORS WE ASK IT MOST EARNESTLY OF <u>OURSELVES</u>.

LEADERSHIP FOR CHANGE, THEN, IS MY THESIS TODAY --- THE COMBINATION OF INTELLIGENCE, UNDERSTANDING, AND SHEER GRIT THAT ALONE WILL BRING COHESIVENESS TO AN EDUCATIONAL PROGRAM --- AND THESE ARE, AS THEY ALWAYS HAVE BEEN, THE CHARACTERISTICS OF A GOOD ADMINISTRATOR. INDEED, THESE ARE THE QUALITIES THAT WE MUST UNCEASINGLY DEMAND OF OURSELVES.

EDUCATION IS ADMITTEDLY A FAR DIFFERENT PROFESSION TODAY FROM THE ONE I ENTERED SOME YEARS BEFORE WORLD WAR II, AND THE CURRENT FERMENT IN EDUCATIONAL RENEWAL PROMISES FURTHER RADICAL TRANSFORMATION .N THE IMMEDIATE YEARS TO COME. MY PART AS COMMISSIONER IS TO ENCOURAGE AND SUPPORT THIS CHANGE AND HOPEFULLY TO SUPPORT IT WITH RATIONAL AND VALIDATED EXAMPLES FROM RESEARCH AND DEVELOPMENT. AND IN WASHINGTON WE ARE LITERALLY TURNING THE OFFICE OF EDUCATION AROUND IN ITS STYLE AND BEHAVIOR IN ORDER TO MAKE OE'S CONTRIBUTION TO THE CHANGE PROCESS AS EFFECTIVE AND CONSIDERATE AS POSSIBLE.

AND YET IN THE MIDST OF THIS TRANSFORMATION, THERE IS A GREAT CONSTANT --- THE QUALITY OF THE EDUCATION PROFESSIONAL, SOMETHING THE OFFICE OF EDUCATION CANNOT LET CONTRACTS TO PROCURE, SOMETHING THAT ONLY THOSE WHO HAVE COMMITTED THEMSELVES UNRESERVEDLY TO THEIR TASK CAN DISPLAY. AND WE NEED THAT QUALITY TODAY AS NEVER BEFORE. THE DEMAND PLACED UPON THE SCHOOLS OF OUR NATION HAS ALWAYS BEEN GREAT, AND IF ANYTHING, THIS BURDEN OF EXPECTATION IS HEAVIER TODAY THAN EVER BEFORE AS THE SCHOOLS ARE ASKED TO BE A SOURCE OF LEADERSHIP AND SOCIAL PROBLEM-SOLVING IN THE DISCERNING AND RESPONSE TO NEW VALUES OF A NEW WORLD.

GOOD LEADERSHIP TAKES MANY FORMS, BUT THE MOST VISIBLE AND IN MANY WAYS THE MOST CRUCIAL IS THAT OF THE ADMINISTRATOR. ADMINISTRATORS HAVE A PARTICULARLY SENSITIVE AND DEMANDING ROLE AS WORKING PARTNERS WITH TEACHERS AND THE COMMUNITY. ADMINISTRATORS MUST DRAW CREATIVELY UPON THE RESOURCES OF THE FACULTY, AND THE CHILDREN THEMSELVES. WHILE LEADERSHIP SPRINGS FROM MANY LEVELS --- STUDENTS, FACULTY, COMMUNITY --- THE ADMINISTRATOR BEARS THE HEAVIEST MANTLE, AND UNCOMFORTABLE IT OFTEN IS.

BECAUSE WE NEED, IF OUR EFFORTS ARE TO BE SUCCESSFUL, A REFORM MOVEMENT COMPOSED OF ALL ELEMENTS --- PROGRAMS, MATERIALS, CURRICULUM, TEACHERS --- ALL CONTRIBUTING TO REFORM AT THE SAME TIME. TOGETHER--IN A CRITICAL MASS--ALL MUST BE DEDICATED TO REFORMING THE SYSTEM.

FOR TOO LONG THE SCHOOLS OF THIS NATION HELD THEMSELVES APART FROM THE PEOPLE. AS A RESULT, SOME OF OUR COMMUNITIES HAVE SUFFERED SERIOUS SETBACKS IN TERMS OF THEIR EDUCATIONAL PROGRESS WHEN CONFRONTED WITH THE DEMANDS --- UNDERSTANDABLE BUT FREQUENTLY UNREASONABLE --- OF AN IMPATIENT PUBLIC.

WE MUST KNOW FULL WELL THAT A COMMUNITY'S FAITH IN THE SCHOOLS, EVEN IF APPARENTLY STRONG, CAN QUICKLY BE ERODED THROUGH ERRORS OF JUDGMENT, ACCIDENTS OF TIMING, FAULTY OR NONEXISTENT COMMUNICATION. SCHOOLS AND CHILDREN ARE THE OBJECTS OF MORE EMOTIONAL CONCERN THAN STREETS, SIDEWALKS, PARKS, AND UTILITIES -- EVEN THE ENVIRONMENT AND FOREIGN POLICY.

THIS CONCERN, NOW MORE FREQUENTLY EXPRESSED, HAS CAUSED US TO SEEK MORE MEANINGFUL WAYS TO RETURN THE SCHOOLS TO THE PEOPLE. WE CANNOT SUCCEED WITHOUT POPULAR UNDERSTANDING AND SUPPORT. WE DO NOT ASSUME THAT LAYMEN KNOW MORE ABOUT EDUCATION THAN WE DO. BUT WE ASSUME THEY HAVE THE RIGHT TO KNOW IN DETAIL WHAT WE ARE UP TO AND WHY. THE ENLARGED ROLE OF THE CITIZEN IN TITLE I PROGRAMS IS GOOD EVIDENCE OF THIS TREND. THE ENTIRE THRUST OF REVENUE SHARING IS THE SAME.

ANOTHER DIRECTION IN WHICH THE OFFICE OF EDUCATION IS MOVING HAS TO DO WITH GIVING SCHOOL DISTRICTS A MAJOR ROLE IN STAFF DEVELOPMENT. BASICALLY, WE FEEL THAT TEACHER TRAINING IS NOT SOLELY THE RESPONSIBILITY OF THE SCHOOLS OF EDUCATION. AGAIN I RETURN TO CAREER EDUCATION WHICH IS AN ATTEMPT TO BRING NEW PURPOSE TO EDUCATION--FROM KINDERGARTEN THROUGH GRADUATE SCHOOL--TO PREPARE AND EQUIP OUR STUDENTS FOR USEFUL AND PRODUCTIVE LIVES. CLEARLY, IF THIS NOTION IS TRULY TO FLOWER, IT WILL CALL FOR SUBSTANTIAL INSERVICE TRAINING AND CHANGES IN ATTITUDES FOR TEACHERS, COUNSELLORS, AND ADMINISTRATORS.

THE OFFICE IS PROVIDING OPPORTUNITIES FOR MORE SCHOOL DISTRICTS TO SHARE IN PREPARING TEACHING PERSONNEL. WE NEED TO MOVE TRAINING CLOSER TO THE LEARNER, TO INTEGRATE IT WITH THE REAL WORLD OF THE CLASSROOM, MORE SYSTEMATICALLY THAN WE HAVE DONE IN THE PAST, ESPECIALLY FOR THE DISADVANTAGED. THIS IS SOMETHING MORE THAN THE 12 TO 15 WEEKS OF STUDENT TEACHING WHICH IN MOST CASES IS CONSIDERED STANDARD.

IT HAS TO DO AS MUCH WITH THE HEART OF TEACHERS AS WITH THE MIND--MORE WITH HUMANENESS THAN WITH THE SCHOLARLY HUMANITIES. MORE AND MORE I HAVE COME TO BELIEVE THAT GREAT TEACHING IS MORE A RESULT OF WHAT THE TEACHER FEELS AND BELIEVES ABOUT CHILDREN THAN WHAT THE TEACHER HAS LEARNED IN COURSES. BOTH ARE NECESSARY, BUT THE AFFECTIVE, ESPECIALLY FOR ELEMENTARY AND SECONDARY TEACHERS, IS GREATER THAN THE COGNITIVE IN THE CHEMISTRY OF GREATNESS IN TEACHING.

OUR NATION'S HOPE OF GIVING EVERY CHILD AN EXCELLENT EDUCATION RESTS ON THE TRULY PROFESSIONAL CAREER TEACHERS AND SUPERVISORS WHO REGARD EDUCATION AS A WAY OF LIFE, NOT A PASSING OCCUPATION.

A GOOD TEACHER IS TOO COMPLEX A CREATURE TO BE NEATLY CLASSIFIED OR TYPED. PERHAPS THIS TELLS YOU WHAT I FEEL ABOUT EDUCATION. WHAT HAS HAPPENED IS THIS: FOR SOME YEARS WE HAVE BEEN EVOLVING UNDER VARIOUS THEORETICAL SCHOOLS OR PHILOSOPHIES. THESE PHILOSOPHIES DOMINATED THE TEACHER WHO WAS EXPECTED TO CONFORM TO WHATEVER THE CURRENT PATTERN MIGHT BE IF SHE OR HE WAS TO BE CONSIDERED MODERN. WE NOW FIND THE TEACHER EMERGING AS THE DOMINANT CHARACTER--THE PERSON RATHER THAN THE IDEA.

I WILL TAKE MY CHANCES ON A HUNDRED OR A THOUSAND FREE AND UNFETTERED TEACHERS, WELL-INFORMED, DIVERSE, AND DEDICATED TO THEIR TASK, RATHER THAN ENDEAVOR TO MOLD A DOZEN TEACHERS TO A PATTERN THAT MIGHT HAVE UNITY AND CONSISTENCY FOR ALL. AS WE LOOK UPON OURSELVES AS ADMINISTRATORS, AND THUS AS LEADERS, PERHAPS OUR MOST IMPORTANT LEADERSHIP ACT IS THE CONSCIOUS RELEASE OF FREEDOM IN TEACHERS WITHIN OUR JURISDICTION.

EDUCATIONAL INNOVATION HAS BEEN RE-ORIENTED AND IMPROVED BY ENLARGING THE STATUS OF THE TEACHER. THE ADMINISTRATOR'S PRIMARY TASK IS TO CLEAR THE TRACKS SO THAT THE TEACHER MAY TEACH AT MAXIMUM EFFICIENCY. THIS MEANS NOT ONLY THE RESOURCES OF STAFF AND FACILITIES--BUT PEACE OF MIND, ECONOMIC SECURITY, AND DIGNITY.

EDUCATION REFORM HAS ABOUT IT AN INEVITABLE SENSE OF URGENCY, THE NEED TO MOVE AHEAD SWIFTLY AND EMPHATICALLY --- AND YET WE MUST ALWAYS BEAR IN MIND THAT THE CREATION AND DIGESTION OF WORTHY EDUCATIONAL GOALS, IF THEY ARE TO BE ENDURING, MUST BE ACCOMPLISHED THROUGH PAINSTAKING STAGES.

FAR TOO MANY SCHOOL SYSTEMS HAVE DEVELOPED "STATEMENTS OF PHILOSOPHY" WHICH QUALIFY ADMIRABLY AS LITERARY EFFORTS, BUT BEAR LITTLE RESEMBLANCE TO THE POLICIES, PRACTICES, AND PERFORMANCE OF THE TEACHERS, PUPILS, AND ADMINISTRATORS CONCERNED.

THE DRAFTING OF AN ACCEPTABLE PHILOSOPHICAL DECLARATION IS A FAIRLY SMALL MATTER, CALLING FOR NO MORE EFFORT THAN THE LIFTING OF PASSAGES FROM ANY NUMBER OF AUTHORITATIVE WORKS IN THE FIELD, PROVIDED ALL ONE IS SEEKING IS AN ABSTRACT, IDEALISTIC STATEMENT, UNRELATED TO THE IMMEDIATE CIRCUMSTANCES OF TEACHERS AND CHILDREN--AND UNMINDFUL OF THE PERSONAL CONVICTIONS OF FACULTY MEMBERS.

ABOUT A YEAR AGO, UPON JOINING OE I ASKED MY COLLEAGUES TO SHARE IN DEVELOPING THE TRUE, <u>DO-ABLE</u> OBJECTIVES OF THE OFFICE.

I ASKED THEM TO WEIGH AND CULL FROM THEIR OWN INTUITION AND KNOWLEDGE OF DIFFERING COMMUNITIES --- TO DRAW UPON THE FRUSTRATIONS, SUCCESSES, AND FAILURES WHICH ALL OF US HAVE EXPERIENCED.

I WANTED TO GET FROM THIS SOUL-SEARCHING, AT LEAST, A FRAMEWORK FOR A TIGHTLY PACKED PORTFOLIO OF EDUCATIONAL ASPIRATION AND VISION FOR WHAT IS AT HAND, AND WHAT CAN BE ACCOMPLISHED IN ONE YEAR --- AND IN FIVE YEARS.

MY PURPOSE IN CITING OUR OBJECTIVES IN OE IS TO GIVE YOU A SENSE OF THE UNIVERSALITY OF EDUCATION'S MOVEMENT --- TO SUGGEST A CONSISTENCY, WITHOUT FEDERAL PRESCRIPTION, IN THE DIVERSITY THAT EDUCATION ENJOYS IN THIS COUNTRY.

LET ME NOTE SEVERAL KEY OBJECTIVES WE HAVE SET FOR OE FOR FISCAL YEAR 1972, AND PHRASE THEM IN QUESTIONS RAISED BY OUR CLIENTS, NAMELY THE TAX-PAYING PEOPLE--INCLUDING THE YOUNG, THE IN-BETWEEN, AND THE ELDERLY.

CAREER EDUCATION--THE PEOPLE CANNOT UNDERSTAND WHY SO MANY OF OUR HIGH SCHOOL GRADUATES ARE NOT EQUIPPED TO HOLD DECENT JOBS. THESE THOUSANDS OF HIGH SCHOOL STUDENTS WHO LEAVE THE SYSTEM WITH OR WITHOUT DIPLOMAS, UNSCHOOLED AND UNSKILLED, ARE NOT PRODUCTS OF VOCATIONAL-TECHNICAL EDUCATION, BUT OF THE BOGUS OFFERINGS CALLED THE GENERAL CURRICULUM ... ABOUT 800,000 A YEAR, PLUS AS MANY WHO DROPOUT --- 1 1/2 MILLION YOUNG PEOPLE A YEAR.

DISADVANTAGED AND ISOLATED--THE PEOPLE CANNOT UNDERSTAND, PARTICULARLY MINORITY PEOPLE, WHY A CHILD SHOULD BE A LESS SUCCESSFUL LEARNER SIMPLY BECAUSE HE OR SHE HAPPENS TO LIVE IN AN URBAN GHETTO OR RURAL SLUM.

IN OUR ACADEMIC WAY, WE LABOR AT LENGTH TO EXPLAIN THE CHILD'S SHORTCOMINGS ON HIS FAMILY'S FAILURE, OR THE EFFECT OF ENVIRONMENT. THIS NO LONGER IS ACCEPTABLE AS A SOLUTION. WE MUST SOLVE THIS ONE IN OUR TIME.

INNOVATION--THE PEOPLE FAIL TO UNDERSTAND WHY --- DESPITE THE ARRIVAL SOME TIME AGO OF A WONDROUS AGE OF SCIENCE, TECHNOLOGY, AND REVOLUTIONARY SYSTEMS OF COMMUNICATIONS --- THE SCHOOLS REMAIN STUBBORNLY ENMIRED IN OLD IDEAS, OLD SUBJECT MATTER, OLD METHODS. CONGRESS HAS BEFORE IT AN ADMINISTRATION PROPOSAL WITH SPECIAL SIGNIFICANCE FOR THE FUTURE OF EDUCATIONAL INNOVATION--THE NATIONAL INSTITUTE OF EDUCATION. IT IS INTENDED TO COORDINATE PRESENT SCATTERED RESEARCH AND DEVELOPMENT EFFORTS WITH SCHOLARLY INQUIRY INTO SOME OF THE UNSOLVED EDUCATIONAL PROBLEMS.

RIGHT TO READ--THE PEOPLE CANNOT UNDERSTAND WHY, IN A NATION THAT SPENDS OVER $80 BILLION A YEAR ON EDUCATION, THERE ARE SO MANY PERSONS WHO ARE TOO ILLITERATE TO FUNCTION ADEQUATELY IN THE CONDUCT OF DAILY AFFAIRS. WE ARE TRYING TO MOBILIZE ALL THE DOLLARS WE CAN TO ZERO IN ON THIS SITUATION.

HANDICAPPED--THE PEOPLE CANNOT UNDERSTAND WHY ONLY 40 PERCENT OF THE ESTIMATED SEVEN MILLION SCHOOL-AGE HANDICAPPED CHILDREN IN THE UNITED STATES ARE RECEIVING THE SPECIAL EDUCATIONAL ASSISTANCE THEY REQUIRE. OUR PURPOSE IS TO SECURE A NATIONAL COMMITMENT TO PROVIDE THESE YOUNGSTERS WITH THE SPECIALIZED TRAINING AND OTHER ESSENTIAL EDUCATIONAL SERVICES THEY REQUIRE, AND TO CORRECT THE PRESENT DISPARITY OF THE UNATTENDED 60 PERCENT BY 1977.

WE ALSO ARE DETERMINED TO OFFER MORE FOR THE GIFTED AND TALENTED CHILDREN BECAUSE THEY TOO ARE NEGLECTED IN OUR PRESENT PRIORITIES.

MANAGEMENT--THE PEOPLE FEEL THAT THE FUNDS THE FEDERAL GOVERNMENT SPENDS ON EDUCATION--ABOUT SEVEN PERCENT OF THE TOTAL U.S. EXPENDITURES--ARE NOT ALL WELL SPENT, AND THAT THE BUREAUCRATIC SYSTEM FOR DEPLOYING THE FUNDS IS CLUMSY, INEFFICIENT, AND TEDIOUS. WE ARE MOVING TO TAKE UP WHATEVER SLACK EXISTS BY STRENGTHENING OUR MANAGEMENT AND SIMPLIFYING OUR PROCEDURES IN ORDER TO GIVE ALL OUR CLIENTS MORE EFFECTIVE, CONSISTENT, PROMPT SERVICE.

THAT'S THE GAME PLAN AT THE FEDERAL LEVEL. NOTWITHSTANDING MY YANKEE FRUGALITY IN THE DEPLOYMENT OF PUBLIC FUNDS, I CAN THINK OF NO MORE PRUDENT INVESTMENT FOR THE FEDERAL GOVERNMENT THAN IN A WIDESPREAD RENEWAL OF CONCERN FOR THE SOCIAL, INTELLECTUAL, AND OCCUPATIONAL AIMS OF EDUCATION. THE YEAR AHEAD WILL BRING MUCH DEBATE, AND I HOPE SUBSTANTIAL ACTION IN TERMS OF FEDERAL SUPPORT, AS THIS NATION BEGINS TO ACT ON ITS PRINCIPLES.

THE OFFICE OF EDUCATION WILL DO ITS BEST TO STIMULATE, GUIDE, AND ASSIST IN THE ACCOMPLISHMENT OF THESE OBJECTIVES. BUT AS THE PRESIDENT NOTED IN HIS RECENT STATE OF THE UNION MESSAGE, THE CONTROL OF EDUCATION IS A LOCAL MATTER. YOU ARE THE LEADERS AT THE STATE AND LOCAL LEVELS. THE REAL DECISIONS ARE YOURS. YOU WILL HAVE THE SUPPORT OF LOCAL GOVERNMENT, CITIZEN GROUPS AND THE YOUNG THEMSELVES. BUT THE TRULY PROFESSIONAL LEADERSHIP THAT WHEN ALL IS SAID AND DONE MUST GRASP THE THISTLE RESIDES IN THIS ROOM.

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